

SUBMISSION INSTRUCTIONS

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.



Electronic Application Process

Applicants are **required** to complete and submit the application, including all required attachments to:

hatfieldt@michigan.gov

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the preferred provider application process should be directed to:

Anne Hansen
Consultant
Office of Education Improvement & Innovation

OR

Tammy Hatfield
Consultant
Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733

Email: hatfieldt@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

Exemplar	Total Points Possible
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
Total Points Possible	100
Minimum Points Required for Approval	70

Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

- Section 1 15 points
- Section 2 10 points
- Section 3 10 points
- Section 4 10 points
- Section 5 10 points
- Section 6 10 points Section 6 must be completed by all applicants.

APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

Section B requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

Section C contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity	
13-4125483		Wireless Generation, Inc.	
3. Name of Entity as you would like it to appear on the Approved List			
Wireless Generation, Inc.			
4. Entity Type:		5. Check the category that best describes your entity:	
<input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Non-profit		<input checked="" type="checkbox"/> Business <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	
		<input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input type="checkbox"/> Other (specify): _____	
6. Applicant Contact Information			
Name of Contact Leslie Kerner		Phone 212-796-2244	Fax 212-796-2311
Street Address 55 Washington St., Suite 900		City Brooklyn	State Zip NY 11201
E-Mail lkerner@wgen.net		Website http://www.wirelessgeneration.com	
7. Local Contact Information (if different than information listed above)			
Name of Contact Heather McRae-Woolf		Phone 734-545-2864	Fax 212-796-2311
Street Address 55 Washington St., Suite 900		City Brooklyn	State Zip NY 11201
E-Mail hmcraewoolf@wgen.net		Website http://www.wirelessgeneration.com	
8. Service Area			
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.			
<input checked="" type="checkbox"/> Statewide			
Intermediate School District(s):		Name(s) of District(s):	

9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

Yes

No

What school district are you employed by or serve: N/A

In what capacity are you employed or do you serve (position title): N/A

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

Instructions: Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

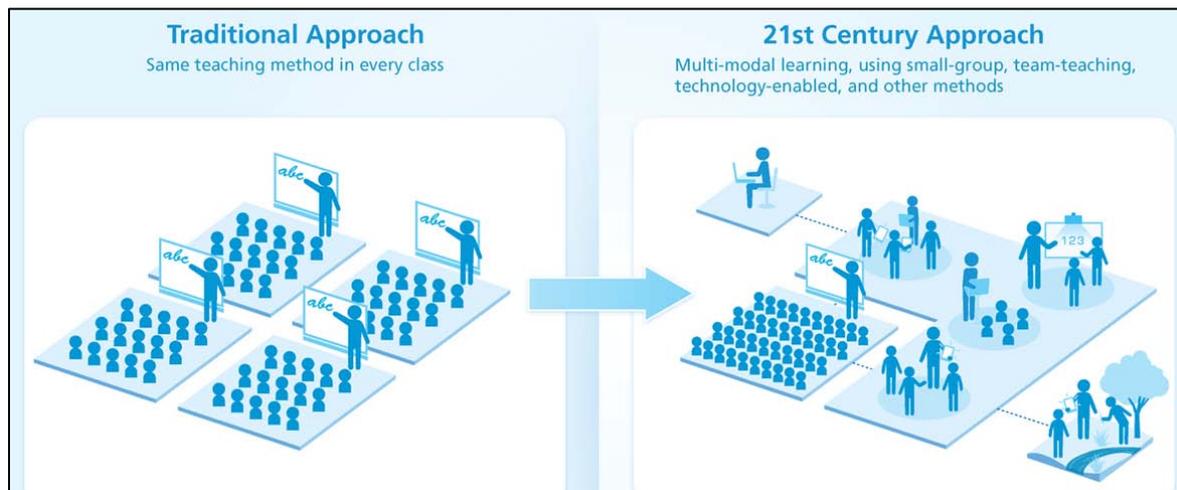
Exemplar 1: Description of Comprehensive Improvement Services (25 points possible)

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

Wireless Generation partners with schools to transform from a traditional model that expects teachers to be “superheroes” (working long hours with little usable data, limited support from colleagues, and sparse resources for differentiated instruction) to a “21st century” model in which teachers—supported by new structures, programs, and technology—can serve the highly variable needs of each of their students.



Persistently low-achieving schools struggle to manage their resources—people, time, and money—in a way that delivers effective instruction to serve each student’s unique needs. The allocation of teachers does not align with instructional goals. Training and professional development do not match specific teachers’ needs. Programs exist but their implementation or efficacy is not monitored with fidelity. As an external provider in the state of Michigan, we will take a nimble approach to driving dramatic change at the school while collaborating with the LEA and MDE. We believe it is critical that adults are able to tell the truth to each other for the benefit of students. Regardless of the level of service an LEA or school engages us to provide, we foster an environment that enables this level of honesty and transparency.

We help a school reconfigure and integrate all of its elements by focusing on improving the “instructional core”—the interaction between student, teacher, and content¹. We do this by: by:

1. Providing support to hire, train and coach the best staff;
2. Working with leadership to create a set of School Redesign priorities aligned to Michigan’s state school improvement and curriculum frameworks
3. Aligning programs, schedules, and resources to support the instructional core
4. Providing high-touch, embedded, and consistent support to teachers and instructional leaders; and
5. Monitoring fidelity of implementation through continuous improvement, ensuring key stakeholders (e.g. community, LEA, and state leaders) are part of school progress.

Our model creates classrooms that enable differentiated instruction and more time for teachers and staff to develop meaningful relationships with students. Our services fall into four major categories: People, Time, Money/Resources, and Support Programs. We can provide a range of services across one or more categories to fit a school’s specific needs.

People

We collaborate with the LEA to confirm the current principal or launch the search for a new one. We then work with the approved principal to create an “Inventory of Teacher Skills”², which includes mapping current staff experience to needs outlined in the preliminary School Redesign priorities. Based on gaps, we determine how to re-position existing teachers and where to recruit new ones.

¹The *instructional core* is the framework for how to intervene in the instructional process to improve student learning, described most recently by Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel in their book *Instructional Rounds* (Cambridge, MA: Harvard Education Press, 2009).

² An *Inventory of Teacher Skills* helps school leaders evaluate and systematically adjust the mix and roles of current staff to serve the school’s student needs. It is described by Karen Hawley Miles and Stephen Frank in *The Strategic School* ((Thousand Oaks, CA: Corwin Press, 2008).

We jointly manage the recruitment and hiring process with the school and LEA. While we believe it is important to utilize the school's existing hiring channels to ensure buy-in from all stakeholders (e.g. parents, other staff members, community, union), we have significant expertise in hiring experienced teachers and leaders (see Exemplar 6), and can supplement local hiring practices as necessary. Our hiring process includes a thorough resume review and phone screen, followed by an in-person audition in which the candidate is given a classroom scenario and prepares and delivers a lesson to a reviewer group. We collectively evaluate the candidate's effectiveness, instructional delivery capabilities, and flexibility to develop and adjust teaching style to meet persistent challenges. Once the staff is in place, we support leadership in creating individual growth plans for each teacher. Growth plans are based on School Redesign priorities, student achievement and other data, teacher evaluation scores when relevant, walkthroughs, self-reported needs, and career path interests. They are supported consistently each year, primarily through one-on-one coaching, collaborative planning and professional learning communities (see Program section below and Exemplar 3).

Increasing retention is critical to ensure sustained school change. Our model promotes retention by creating an environment in which teachers and leaders can grow, contribute to successful teams, and receive strong support from school leaders, peers, and coaches. We also provide individual coaching to ensure each teacher is supported as specified in his or her growth plan. Additionally, we build leadership capacity for mentoring and providing constructive feedback, which empowers and motivates teachers. (See Program section and Exemplar 3.) Finally, because principals are most likely to stay when they are satisfied with their work and believe they can sustain their success, we train the principal to share leadership tasks and responsibility so they can become a true instructional leader.

As an outcome of our work together, the school will build a reputation for training, guiding, and mentoring teachers. In turn, it will create a leadership pipeline that anticipates principals moving to new schools in 3-5 years³, and teachers into leadership roles in the same timeframe. This human capital model is important to building a sustainable model in the school and LEA.

Time

Significant gains in student performance can be achieved through better use of existing school minutes. An important part of our external provider model is to work with the principal to develop, evaluate, and refine the master schedule aligned to School Redesign priorities. We generally recommend a block schedule, which allows for double blocks in reading and math, in-school labs, and/or out-of-school project-based learning, while preserving electives. We train teachers to engage students effectively in these longer periods. We also promote multi-age grouping and looping⁴, which enable alternative ways to cluster students and assign teachers by need rather than grade. Looping allows for students to develop better relationships with teachers, meeting both social-emotional and academic needs.

Block scheduling also enables longer and more regular collaborative planning blocks for teachers, which is a critical part of effective teaching⁵. We actively work with the principal to overcome any challenges associated with changing the existing school structures to implement collaborative planning blocks.

We utilize after-school partners for the many students who need supplemental learning. We help the principal refocus existing or develop new partnerships to ensure their activities are purposeful and align with the school's priorities.

Money/Resources

Our role in fiscal and operational management is to be a hands-on advisor to the school and LEA, providing expertise and ensuring resources are effectively and efficiently allocated to the School Redesign priorities. While we believe school leadership should maintain day-to-day control of their finances and operations, we will implement an approach and set of tools based on research and experience⁶ to redesign

³ Ideally, we will encourage and incent these leaders to move to other persistently low-achieving schools to provide ongoing turnaround leadership throughout the LEA and state.

⁴ In multi-age grouping, students of different ages are in one classroom; in looping, the teacher stays with a class for two or more grade levels.

⁵ Charlotte-Mecklenburg Schools has made this critical in turnaround schools. Examples are also outlined in [The Strategic School](#), Miles, 2008.

⁶ We draw from a range of expertise for fiscal resource management, including the turnaround know-how of Charlotte-Mecklenburg Schools (see Staffing Section 4.1.1) and the rich tools and processes outlined in [The Strategic School](#), 2008.

how school leadership considers and allocates available resources. Fiscal and operational management will be tied most closely with the allocation of staff resource, mapping current buckets of spending against School Redesign priorities.

Support Programs

The core of our external provider model is the on-site, job-embedded professional development we provide to teachers, leaders, and other staff members at the school. While customized for each school, all our professional development is rooted in our proven *Taking Action with Data* methodology that supports educators in utilizing all manner of data to differentiate instruction.

Needs Assessment

Our process begins with a comprehensive Needs Assessment that explores the effectiveness of the school's instructional program, fiscal and operational practices, and stakeholder/community engagement. It is led by our Project Manager and a team of Coaches, who work collaboratively with school and LEA leadership. We conduct several categories of assessment, including a review of student data and classroom artifacts; a thorough curriculum audit; meetings with MDE/LEA leadership; school leadership team meetings; classroom observations; teacher meetings/interviews; and stakeholder coordination.

This Needs Assessment enables us to gain an understanding of the school's root challenges and expose alignment gaps across various resources and initiatives. We analyze the progress and roadblocks from previous improvement plans. With the principal and LEA, we develop a set of School Redesign priorities within the following five domains:

1. Improving Instructional Core
2. Creating a Data-Driven Instructional Culture
3. Building Teaching Capacity
4. Building Leadership Capacity
5. Aligning Resources (People, Time, and Money) to Support Instructional Priorities

We draft a preliminary turnaround plan and three-year "School Redesign Roadmap", which outlines the sequence of steps necessary to fundamentally redesign the school structure and set the school on a course of dramatic, continuous and sustained instructional improvement. It also serves as the strategic plan for phased human capital, technology, and curricular changes necessary to move the school toward a 21st century model.

Structured Support

Our experience shows that a multitude of "touch points" with teachers and leaders is essential to help them sustain new practices. Both teachers and principals tend to feel isolated, so it is critical to create constructive peer support networks for them. Therefore, rather than simply providing training sessions, we support the principal and staff through three types of job-embedded professional development. (See Exemplar 3 for more information.) Specifically:

Data-Informed Professional Learning Communities (PLCs)

- **Teachers:** We facilitate regular, collaborative group meetings, composed of grade-level and/or subject-matter groups of teachers. Groups work together in a cycle of inquiry to analyze data, plan instructional strategies, and evaluate effectiveness. All PLCs are anchored in our *Taking Action with Data* methodology, which creates the "ground rules" for data discussions. The precise focus is determined by each group's needs and the School Redesign priorities. We facilitate at least one 60-90-minute PLC per week, with teachers continuing the work of their PLC outside of this time.
- **School Leaders:** We facilitate a PLC for school leadership, focused on the use of data to drive instructional and operational decisions. This is a time for the broader leadership team to collaborate about specific student, teacher, or community partner needs, and to share ideas in a safe and collaborative environment. We also facilitate a Principals' Cluster PLC across nearby schools, fostering cross-school collaboration and sharing. Principals in the Cluster do school walkthroughs, share feedback on specific problems of practice, and become a support network.

- Parents and Community: In years 2 and 3, we create a PLC for parents and community members to involve them in a structure that reflects the same language and “ground rules” used by teachers and leaders. We believe this a highly effective way to weave the community into school changes, but recognize that the school may not be ready to manage it in the first year of the turnaround.

Individual Coaching

A critical part of our program is providing one-on-one support, to enable teachers and leaders to benefit from a continuum of group and individual work and daily self-reflection. We provide approximately 1-2 hours per week of targeted, job-embedded support for both teachers and leaders.

- Teachers: Our Coaches work with each teacher. They do classroom observations and provide real-time feedback, modeling, data analysis support, and lesson planning support. Activities are customized based on each teacher’s growth plan.
- Leaders: Our Leadership Coach coaches and mentors the principal and leadership team. Sessions emphasize how to be *both* an instructional leader and operational manager, building long-term leadership skills. We conduct joint walkthroughs to model how to provide instructionally relevant feedback and how to assess progress against priorities.

Content-Specific Professional Development

We recognize that there will be common needs across teachers. By analyzing student and staff data, we customize grade-level, department, or whole-staff workshops based on School Redesign priorities, and teachers’ and leaders’ growth plans. Our Coaches, as well as outside experts, teachers, or leaders may deliver these sessions, most of which occur on-site. We also co-facilitate periodic sessions for parents and community members and train school leaders to leverage existing parent and community advocates.

Progress Monitoring

Within the priorities of each School Redesign domain, we create action items that go into a Monthly Dashboard. The Dashboard, managed actively by the Project Manager, shows current progress and helps the school celebrate and build upon each success. It also highlights roadblocks, allowing us to troubleshoot and proactively address issues with relevant stakeholders. The Dashboard will be shared within the school, with the LEA and with other key stakeholders, so that everyone shares a common awareness of progress and roadblocks as well as a clear sense of responsibility for their individual contributions to the larger effort. Each year, priorities and action items for each domain will be redrawn.

Exemplar 2: Use of Scientific Educational Research
(15 points possible)

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

Research Basis

The research-based design of our turnaround practice is based on a combination of: 1) organizing and aligning school resources effectively⁷, 2) core research on PLCs⁸, and 3) focusing on the instructional core and utilizing the powerful practice of instructional rounds⁹. This research led to the following guiding principles, which reinforce our vision, methodology, and processes:

1) Collaboration: It is only through a culture of collaboration that an external provider can be effective in managing the myriad partners and priorities in a turnaround school. “Our goal is to support systems of instructional improvement at scale, not just isolated pockets of good teaching in the midst of mediocrity.” (City, p. 5) The analogy is with medical rounds: “...the language that physicians use to talk about their practice embodies a set of cultural expectations about the relationship between the evidence they see in the diagnostic process, the protocols they use to discover the meaning of diagnostic information, and the ways in which they developed a shared understanding of what to do for patients. The isolated culture of schools works against shared conceptions of problems and practices. The rounds process is designed to develop a language and a culture for breaking down the isolation of teachers’ practice.” (City, p. 10)

2) Learning by Doing: We help teachers and the principal build capacity while doing real work for the school and its students. This principle is informed by the fourth characteristic of DuFour’s six characteristics of PLCs, and his previous book *Learning by Doing* (2006). “The most powerful learning always occurs in a context of taking action” and “educators in PLCs recognize that until members of the organization ‘do’ differently, there is no reason to anticipate different results.” (DuFour, p. 16). Further, City’s sixth principle of the instructional core is: “We learn by doing the work, not by telling other people to do the work, not by having done the work at some time in the past, and not by hiring experts who can act as proxies for our knowledge about how to do the work.” (City, p. 33)

3) Transparency: We foster and maintain transparency at all levels of the school. Our approach includes not only the collaborative meetings among PLCs but also critical individual classroom walkthroughs and observations. “The observation of actual teaching ... can result in substantial improvements in instruction and related social processes...”¹⁰ Several studies have found that teachers can positively change their attitude and behaviors toward students after receiving feedback from classroom observations. Such observations move feedback from subjective to objective with detailed and precise evidence¹¹.

In addition to these core principles, there are two other bases of research that have influenced our approach, especially the services we provide to support the instructional core:

Cycles of Inquiry

The foundation of our *Taking Action with Data* methodology is based on the body of research focused on using data to improve student learning. These studies highlight the need for collection of multiple measures of data, including student achievement data (annual high-stakes data, periodic or formative assessment data, and classroom-based assessment data), demographic data, program data, and perception data,¹² to get a whole picture of each student’s performance and progress. They also focus on a cycle of analyzing these disparate data sources for trends in student learning problems, generating hypotheses, designing and implementing solution strategies, reconvening and reflecting on their experiences, and designing and implementing new solutions.¹³

While the development of our *Taking Action with Data* methodology predated the September 2009 Institute of Educational Sciences (IES) Practice Guide titled “Using Student Achievement Data to Support Instructional Decision Making,” the Cycle of Inquiry that underlies our methodology is

⁷ *The Strategic School: Making the Most of People, Time, and Money*, by Karen Hawley Miles and Stephen Frank, 2008.

⁸ *Revisiting Professional Learning Communities at Work*, by Richard DuFour, Rebecca DuFour, Robert Eaker, 2008; especially pp. 24-27.

⁹ *Instructional Rounds in Education*, by Elizabeth City, Richard Elmore, Sarah Fiarman, and Lee Teitel, 2009.

¹⁰ Pianta and Hamre, 2009.

¹¹ Good, Brophy, 2000.

¹² North Central Regional Educational Laboratory (2004). *Guide to Using Data in School Improvement Efforts*. Naperville, IL: Learning Point Associates.

¹³ Love, N, 2004.

prominently studied and recommended in this Practice Guide. “Teachers should adopt a systematic process for using data in order to bring evidence to bear on their instructional decisions and improve their ability to meet students’ learning needs. The process of using data to improve instruction, the panel believes, can be understood as cyclical.”¹⁴

Job-Embedded Professional Development

Coordinated and embedded professional development plays a central role in improving student performance in schools. Our professional development philosophy and coaching services are based on the Learning Forward (formerly NSDC) standards. The methods by which we train our Coaches to deliver professional development were designed according to Learning Forward’s definition of professional development as “...a comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement.” DuFour, DuFour, and Eaker assert that “The best professional development ... is ongoing and sustained rather than infrequent and transitory, is job-embedded rather than external, occurs in the context of the real work of the school and classroom rather than in off-site workshops and courses, focuses on results rather than activities or perceptions, and is systematically aligned with school and district goals...”¹⁵

Learning Forward’s standards of utilizing “...disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement” and “...multiple sources of information to guide improvement and demonstrate its impact” both provide the basis for our professional development for our Coaches. In addition, Kesson and Henderson “propose a *differentiated* and *disciplined* approach to professional development,”¹⁶ which is embodied in the coach-specific professional development we provide through remote coaching sessions, and foundational to our training of our Coaches.

Experience in Providing Turnaround Services

Oklahoma State Department of Education

From 2004-2009, we worked with Oklahoma’s statewide Reading First elementary schools to provide a comprehensive literacy assessment solution and build capacity for data-driven differentiated instruction. During the 2007-08 school year, we provided comprehensive professional development and coaching to 15 of the lowest-performing schools. In cooperation with the State Department of Education, we identified “outperformer” teachers and studied their classroom practices. A customized professional development and coaching strategy for principals and teachers in the low-performing schools helped to replicate the successful practices of these “outperformer” teachers. Participating schools saw an almost 20% increase in the number of students reading at proficiency during the year they participated in this plan — more than they experienced in the prior three years combined. They also closed the gap between their performance and that of the state’s highest-performing schools by 35% in one year.

District of Columbia Public Schools

In 2008-09, we worked with 37 elementary schools to provide customized coaching for teachers, instructional coaches, and principals. In three of these schools—the lowest-achieving schools in the district—we provided intensive, daily support. Our coaches were on-site in each school, monitoring each teacher’s use of our assessment and intervention programs. In practice, this meant observing classroom practice and providing customized coaching on content areas, foundational topics, data analysis techniques, and instructional strategies. In addition to on-site coaching, coaches prepared reports for each principal to keep them apprised of each teacher’s progress. We submitted these reports weekly and met with principals and district leadership to discuss the progress of the staff and the services being provided.

After just six months of the program, all students had gained significantly more key, foundational literacy skills than students not in the program. Middle and end of year DIBELS NWF and PSF scores were analyzed using a repeated measures general linear model to evaluate the interaction between NWF and PSF improvement and teachers who received the intensive support. In-depth analysis provides evidence

¹⁴ Institute for Educational Sciences (2009). *Using Student Achievement Data to Support Instructional Decision Making*. Washington, DC.

¹⁵ DuFour, DuFour, and Eaker, 2008.

¹⁶ Kesson and Henderston, 2010.

that students taught by teachers who received our intensive coaching and professional development have significantly larger phonics and phonemic awareness skill gains than those taught by teachers who did not receive the support. Mean gains in NWF for intensive and strategic students were statistically significant ($p < .01$ and $p < .05$, respectively). Mean gains made by benchmark students were not statistically significant, although these students were not the focus of this intensive on-site effort. For PSF, mean gains for all students were statistically significant. For intensive and strategic students, $p < .01$, and for benchmark students, $p < .05$. Although most benchmark students did not receive Burst:Reading instruction, their teachers learned and applied important strategies.

In addition, we have partnered with the District to provide intensive academic support in their lowest-performing schools. Beginning in 2010-11, we provided support to four schools in corrective action and restructuring status, including: two K-8 special education schools; an alternative high school serving under-accredited students; and a high school that will be re-starting with a 9th grade class of 300 students. Each school has 95-99% minority populations, with 79-91% of students receiving free/reduced lunch. Our team has served as integral partners and coaches to the principals, other instructional leaders, and teachers, leading to systemic programmatic and structural changes. For instance, we have helped the principals establish Professional Learning Communities as part of the working culture of the school. This has resulted in: a fundamental shift in the use of meeting time, with a new focus almost exclusively on instruction and data-based analysis of student outcomes; more transparency and openness in sharing teachers' successes, strategies, and challenges; and teachers being more proactive rather than reactive in dealing with academic and behavior problems, while taking greater ownership of their own learning.

We await last year's high-stakes test results, but in the meantime have analyzed the most recent formative assessment results from the interim DC-BAS, which was given in early spring, 2011. These preliminary results show that the number of students at or above "Proficient" improved by 60% at one school, 94% at another school, and more than tripled at the third school; the number of students performing at "Below Basic" decreased by 30% at one school, 41% at another school, and 58% at the third school.

Delaware Data Coaching Initiative

Since March, 2011, as part of the state's Race to the Top program, we are providing Data Coaches to every school in Delaware (200+ elementary, middle and high schools). These Coaches—who share many of the same characteristics of our school turnaround coaches—have been facilitating professional learning communities and helping teachers implement our *Taking Action with Data* methodology. They also visit classrooms to support teachers as they move toward differentiated instruction as well as work with individuals and small groups as needed. Already, we have seen significant changes in teacher behavior. For example: teachers can identify patterns in the data, determine appropriate instructional strategies, and evaluate effectiveness of instruction; they now openly share their challenges with colleagues and seek suggestions from other PLC members; they are using assessment data across grade levels to collaboratively identify gaps and align their curriculum to standards and instruction; and rather than blaming parents or former teachers for student results, they have begun to take ownership of all students' learning. The DDOE has noted: "The early success we've seen with the data coaching is the acceptance level and the common language among teachers, which is key to making this thing stick." (*Delaware Pushes to Meet Race to Top Promises*, Education Week, 5/24/2011)

Exemplar 3: *Job Embedded Professional Development*
(15 points possible)

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
 - principals
 - school leadership teams
 - teachers
 - support staff

Exemplar 3 Narrative Limit: 2 pages (insert narrative here).

The cornerstone of our approach is the professional development we provide to principals, leadership teams, teachers, and other staff members. Our professional development is job-embedded, taking place on-site in the school during planning and instructional times. We focus on groups of teachers and leaders, as well as individuals, to ensure that all needs are met. As stated in Exemplar 1, we believe a range of “touch points” is necessary to change culture and build lasting practices and habits of mind. Therefore, our model includes three major professional development programs. Our Coaches spend between 3-5 days per week at the school, providing support in the following areas:

- 1. Data-Informed Professional Learning Community (PLC) Network** – We build and facilitate a set of PLCs—group meetings in which teachers and instructional leaders collaborate regularly in service of student progress. Specifically, instructional teams (grade-level, department, or other) work together to regularly (i.e., weekly or twice per week) analyze data, plan instructional strategies, and evaluate effectiveness. Their analysis leverages all data available, including not just student assessment results but a range of qualitative issues that affect individual students and their learning. We extend these PLCs to support instructional leaders within a school, across a cluster of schools, and among parents and community groups.

Each PLC is facilitated initially by one of our Coaches who, over the three years, builds internal school capacity to self-facilitate the PLCs. Instructional leadership involvement is a critical reinforcement, as the school’s leadership team takes collective responsibility to participate, model and better understand the complex day-to-day activities of the school and their students.

The number and exact focus of PLCs depends on the School Redesign priorities and the school’s schedule. In some of the schools we work with, teachers participate in two different PLCs (e.g., one with all teachers in their grade level, and another across grades within the same subject matter), and in other schools, they spend their time in one PLC. The number of facilitated meetings varies, but we recommend at least one 60-90 minute meeting per week, with additional time for teachers to collaborate outside of the facilitated PLC.

- 2. Individual Coaching**

A critical part of our school turnaround program is extending the work done in the PLCs to the individual classroom. Our Coaches provide classroom observations and feedback sessions with each teacher, providing job-embedded professional development and coaching in real time. For example, if a PLC determines that a new instructional strategy should be used to teach fractions to a 6th grade math class, our Coach will visit that teacher’s classroom and either model the instructional strategy or watch and provide coaching as the teacher employs the new strategy.

For all teachers, Coaches will spend at least one class period per week with each teacher, and may spend more time with specific teachers as needed. In these sessions, the coach observes instruction and provides specific techniques around pedagogy and/or content. For example, she may provide suggestions for increasing student engagement in a Biology class, or for teaching to a specific state standard in Social Studies while providing reading instruction for students who are 2-3 grade levels behind.

This mode of support is even more critical for principals and other instructional leaders, who often work alone with no mentors or coaches. So the Coach will, for instance, conduct classroom walk-throughs with the principal and her leadership team, coaching her on providing instructionally relevant feedback to teachers, and promoting the use of data in these conversations. For each of their own coaching sessions, the principal will determine the agenda in advance, and receive constructive feedback from the coach. This will help principals take ownership, and serve as a key early workshop in agenda setting and time management. Our Coaches will balance a natural desire of the principal to deal with urgent matters with more long-term leadership and skills building. Every session will include some data study.

- 3. Training and Professional Development**

We analyze data from all sources available to school personnel, including but not limited to state and Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application

district data sources, or other formative assessments, teacher observations, student work, and other qualitative sources. We then work with school leadership teams to customize grade-, department-level or whole-staff professional development based on desired student outcomes and teachers' needs.

For teachers, professional development is provided during staff development days, after school, or during another convenient time designated by the leadership team. Topics may include, but are not limited to, literacy or mathematics skills, data analysis, classroom management, instructional alignment, student engagement, intervention strategies, differentiated instruction, etc.

Our consultants also train all staff who interface with families, focusing on providing student progress data in "parent friendly" formats, methods for informing parents about their child's progress, and suggestions to more meaningfully participate in their child's learning at home. We also help leaders communicate "quick wins" and ongoing student success to the community. We believe this is one of the best ways to bring community and cultural priorities into the curriculum and instructional program in the school. We typically provide sessions over the course of the year, spending half a day with instructional staff and an evening session with parents and guardians.

Program Launch

To set the stage for a productive 3-year plan, we do a professional development institute at the beginning of our work with the school. Collaboratively planned with the school leadership team, the Program Launch for the entire instructional team kicks off our engagement and sets forth a shared vision for the school. We introduce the School Redesign Roadmap in process and system of Support Programs. The launch is typically two weeks long and while it ideally occurs before the start of the school year, timing is adjusted based on the beginning of actual engagement. All instructional staff, including teachers, coaches, counselors, school psychologists, paraprofessionals, volunteers, and others will be onsite. Specific topics may include vision and expectations setting, discussion of cultural norms, introduction to data-informed PLCs, training on assessments, instruction, or intervention tools, and backwards mapping of curriculum, instruction, and assessment.

Taking Action with Data Methodology

All of our job-embedded professional development is rooted in our *Taking Action with Data (TADA)* methodology, a structured yet flexible framework for using data to personalize instruction and build a culture of collaboration around student progress. This promotes the collective learning of technical and pedagogical skills around data use and differentiated instruction. Just as important, it nurtures a belief that data is used most effectively when it goes beyond high stakes reporting and accountability. When educators work together to examine data and share ideas in a non-judging and "low stakes" way, students benefit from much earlier, and more constructive interventions. The key cultural shift happens when teachers begin to view data as an essential input into their individual and collaborative work.

The TADA methodology helps educators build skills within four domains:

- **Data Inference**: Learning to ask good analytic questions and to use multiple data sources to draw appropriate inferences;
- **Differentiated Instruction**: Determining when to use whole-class instruction vs. small-group intervention vs. individual instruction and when a topic needs to be re-taught rather than simply moving to the next lesson;
- **Cycles of Inquiry**: Using an iterative process to make instructional decisions and evaluate effectiveness, garnering an atmosphere of data sharing and transparency; and
- **Collaborative Data Conversations**: Engaging in frequent, low-stakes, non-judgmental conversations with students, parents, administrators, and other educators in order to understand results, enlist support, and motivate change.

Exemplar 4: Experience with State and Federal Requirements
(15 points possible)

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
 - Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice - One Plan."
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

Wireless Generation’s support closely aligns to the four key components of the Transformation and Turnaround models as outlined by the US Department of Education:

1. *Develop and increase teacher and school leader effectiveness:* In both one-on-one and group settings, our coaches focus on instructional rigor, standards alignment, and using data to make instructional adjustments. The goal is to provide real-time feedback, observation, modeling, and data analysis support to increase effectiveness at every level.
2. *Implement comprehensive instructional reform strategies:* Our coaches work with teachers to determine appropriate strategies to meet students where they are. We guide teachers in conducting in-depth analyses of skill gaps and areas of strength, and then determining appropriate next steps, across groups of students or for individual students.
3. *Increase learning time and create community-oriented schools:* We support building leaders in determining schedules that maximize student learning time. Our coaches work with teachers to ensure that classroom time is optimized for the benefit of student learning. We prepare teachers to interface with parents and community members, helping staff articulate instructional needs and the strategies to address those needs in ways that are accessible to the community. By expanding the PLC work to parents and the community, the school staff becomes mutually accountable to all stakeholders.
4. *Provide operational flexibility and sustained support:* We believe that operational decisions need to come from the focus on the instructional core. As we help school leadership focus on this crucial central concept, we offer a set of tools based on research and experience¹⁷ to determine how best to allocate resources to support that core.

Our coaches use the five strands of the Michigan School Improvement Framework to guide their work with schools seeking to improve and enhance student achievement. With a focus on constantly assessing and revisiting instructional strategies, we support a renewed emphasis on *teaching for learning*. Teachers are encouraged to dig into best practices, and are supported as they plan and deliver instruction and intervention to students. We provide *leadership* coaching to the principal and school leaders in the areas of instructional leadership and shared leadership in order to foster an environment that supports learning at all levels. *Personnel and professional learning* is addressed via job-embedded professional development and the facilitation of Professional Learning Communities that meet on a regular basis. We support *school and community relations* by preparing educators to have meaningful data conversations with students, parents, and the community. Our coaches are adept at helping educators with *data and information management*. We support teachers in administering formative and summative assessments, and then assembling the various data sources in a comprehensive approach to shed light on student needs and inform instructional decisions.

The Michigan Comprehensive Needs Assessment, the District Improvement Plan, and the individual School Improvement Plans (SIP) are tightly aligned. The Needs Assessment helps schools gather and study data to determine strengths and challenges. This information is used to develop the strategies and action steps that will be included in the SIP to positively impact areas of weakness. The Process Cycle for School Improvement (gather data—study/analyze—plan—do—gather data II) closely mirrors the Cycle of Inquiry that we introduce to teachers, taking school improvement down to the classroom level.

We have a deep understanding of Title 1, including targeted assistance schools that receive Part A funds but are ineligible or do not operate a schoolwide program, and schoolwide programs where schools use Title I, Part A funds and other federal funds to upgrade the entire school’s

¹⁷ We draw from a range of expertise for fiscal resource management, including the turnaround know-how of Charlotte-Mecklenburg Schools (see Staffing Section 4.1.1) and the rich tools and processes outlined in *The Strategic School*, 2008.

educational program to raise academic achievement for all students. Most of the districts we serve fund the purchase of assessment and curriculum products/services with Title 1 funds.

The Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME) both emphasize the mastery of content expectations (GLCEs/HSCEs). However, the Michigan Department of Education is clear that content area knowledge is not enough. Students are expected to know how to apply knowledge, solve problems, and make connections if they are to be college and career ready. The focus is on rigor, relevance, and relationships. Our coaches use data from the MEAP and MME, in addition to multiple ongoing formative assessments, to guide school improvement efforts. We help leaders and teachers highlight the areas of highest need and identify the corresponding GLCEs/HSCEs. We then facilitate discussions about how to provide instruction most effectively to ensure mastery and application of these content expectations. This process helps shape instructional plans for the students and professional development plans for the staff.

The Michigan Curriculum Framework (MCF) provides the resources needed to develop a standards-based curriculum and helps schools align content, instruction, and assessments. If this alignment occurs, achievement data (MEAP/MME) can be used as a reliable source of information to make efficient and effective decisions about student learning. Our coaches rely on the MCF to guide our support of the creation and appropriate use of local assessments.

We are sensitive to the provisions of section 504 of the Individuals with Disabilities Education Act (IDEA). Coaches help teachers reach students in their least restrictive environment via differentiated instruction. Achievement data is disaggregated to specifically identify the strengths and weaknesses of this subgroup.

Exemplar 5: Sustainability Plan
(15 points possible)

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

We begin our turnaround engagements with the end in mind, understanding that our goal is to create groups of teachers and school leaders who can work together collaboratively to provide the best possible instruction for students. Specifically, this means the school's staff is equipped to continue their transformation process of continuous school improvement; has the skills, comfort with data, and knowledge to serve each student in their school; and can effectively collaborate with the LEA, MDE and other key stakeholders to manage resources to support the school's priorities. We focus on several areas to drive sustainability:

Gradual Release Model

As discussed throughout our proposal, our overarching framework for school turnaround is built upon changing the school's instructional culture. By anchoring all activities to improving the instructional core and creating a network of structured collaborative supports, we prepare schools for change that will continue long after our engagement concludes.

Our Support Programs provide robust intervention support at the beginning of our work with a school, and taper off as the school builds capacity, typically over a three-year period. We work in partnership with school leaders, teachers, and the LEA/MDE to build a network of high functioning Professional Learning Communities, and typically have between one and three coaches facilitating these PLCs and supporting teachers and leaders on-site approximately 3-5 days per week in Year 1. As teachers and leaders become more comfortable sharing information with the members of their PLCs, they develop a network that continues to both build individual skills and increase the group's effectiveness, while simultaneously instilling a school-wide cultural shift.

If appropriate for a specific school's needs, we can also provide a lower-touch or more narrow approach, but only if the systems are already in place to sustain change.

Comfort and Skills with Data Use:

To succeed with data use, educators build lasting skills within four domains: Data Inference, Differentiated Instruction, Cycles of Inquiry, and Collaborative Data Conversations. Within these four domains, the *Taking Action with Data* framework reflects a progression of skills, moving PLCs through six phases over the course of two to three years:

- Phase 1: Understanding Data / Adjusting Whole Class Instruction
- Phase 2: Progress Monitoring / Introduction to Small Group Differentiation
- Phase 3: Adjustment and Individualization of Instruction
- Phase 4: Measuring Effectiveness Using Aggregated Data
- Phase 5: Action Planning for Subpopulations
- Phase 6: Transparent Data Culture

While this framework provides a structured and consistent approach to using data, our coaches modify the plan to address the specific needs of each school, each PLC, and each teacher. All four domains weave through each phase, with varied levels of emphasis depending on the key activities and outcomes of that phase. Each phase introduces new skills. An important part of the job of our coaches is to monitor teachers' proficiency within each domain of skills, and to provide ongoing support for earlier skills while moving teachers along to apply new skills. The final phase of Transparent Data Culture is only possible once the PLC model has taken root deeply in the school.

Mastery of activities will be evidenced by a set of observable outcomes for each teacher, such as the development of small-group lesson plans, or evidence of students self-managing during differentiated group work. Our coaches work with the principal and building coaches to use these observable outcomes to understand each teacher's progress, assess individual needs for observation and feedback, and plan for each teacher. Once these practices are established, the building leadership takes true ownership of the learning and growth of the staff. At that point, the school is ready to engage in a cycle

of continuous improvement for staff as well as students.

Distributed Leadership Skills

Recognizing the extraordinary responsibility of and pressure on a turnaround principal, we develop instructional leadership skills across multiple school leaders (e.g. data coaches, instructional specialists). This enables the principal to share the responsibility and accountability of achieving school goals. It also allows them to prioritize observing classrooms and participating in PLCs.

We work with the principal to distribute resource management responsibility across a broad and deep team of school leaders. This makes the principal’s work not only sustainable over multiple years, but also creates a leadership pipeline if the principal leaves. We develop and practice these skills alongside the leadership team over the three years.

PLC Network

As we develop PLCs, they become a full-fledged and self-facilitating network, both within the school and across other schools in the district. Instructional Leaders are encouraged to participate in each teacher PLC to develop common learning and awareness, shared responsibility, and a focus on the School Redesign priorities. In Year 1, we establish core teacher and leadership PLCs, including a Principals’ Cluster. In Year 2, we increase frequency of PLC sessions as teachers and leaders buy into the value of this structured collaboration. We also introduce a parent and community PLC, allowing these critical stakeholders to address the same school priorities by joining this productive network. By Year 3, PLCs are fully facilitated by school leaders, and achieve a healthy balance of common methodology while each working toward specific goals. These PLCs critically extend and align instructional priorities into multiple facets of the community.

The table below summarizes how PLCs strengthen and expand while building and sustaining the school’s internal capacity.

	Year 1	Year 2	Year 3
Data-Informed PLCs	Teachers: <ul style="list-style-type: none"> • All, by grade level or subject area, core subject through TADA methodology, collaborative planning; meet 1x/week 	Teachers: <ul style="list-style-type: none"> • All, by grade and/or subject; meet 2x/week, TADA, collaborative planning, and teaching/curricular changes • <u>Add:</u> 1x/month class observation 	Teachers: <ul style="list-style-type: none"> • All, by grade and/or subject, continue focus, integrate additional teaching/curricular changes; meet 2x/week, • 1x/month classroom observation (rotate within group)
	Leaders: <ul style="list-style-type: none"> • School leadership team, TADA methodology, school priorities; meet 1x/week • Principals’ Cluster; meet 4-6x/year 	Leaders: <ul style="list-style-type: none"> • School leadership team, continue focus; meet 1x/week • Principals’ Cluster; meet 4-6x/year • <u>Add:</u> 1 school visit every other month, within cluster 	Leaders: <ul style="list-style-type: none"> • Meet 1x/week: group determines focus for year • Principals’ Cluster meet 6x/year • Continue 1 school visit every other month
		Parents and Community: Launch pilot PLC, TADA methodology; meet 4-6x/year	
Gradual Release to School	WG Coach facilitates sessions; provides very high touch training and support	WG Coach co-manages with school leaders; provides training, coaching, and feedback	Facilitated by school leaders; WG provides coaching and feedback; limited training

Exemplar 6: Staff Qualifications

(15 points possible)

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

Exemplar 6 Narrative Limit: 1 page plus vitae for personnel (insert narrative and vitae here)

There are three critical roles in our comprehensive improvement services model: the Project Manager/Leadership Coach, Instructional Coaches, and Resource Coach. In addition, we will leverage our executive team to guide the engagement, and will utilize our vast network of literacy, math, and data experts to supplement our core staff. The size of our team depends on the number of teachers and leaders in a building and the exact scope of the engagement as defined by the School Redesign Priorities.

We have a strong local presence in Michigan and have partnered with Detroit Public Schools and other LEAs in the state for several years to provide assessment and instructional tools and services. We believe the best staffing model is to pair this strong local talent—which ensures knowledge of local systems, policies, and issues—with our national expertise as needed.

Project Manager

We assign a project manager (PM) for each school or cluster of schools in an LEA. This individual is responsible for the engagement overall, and directs and monitors the work of all other Wireless Generation Coaches in the building. The PM will coordinate with LEA leadership, school leadership, other partner providers, and community organizations to ensure a consistent vision for the school.

Leadership Coach

The PM may act as a leadership coach, or engage a separate Leadership Coach who provides intensive coaching for the principal and his or her cabinet, to ensure they develop the instructional leadership capabilities to drive effective student achievement, and to provide support in completing the teacher inventory, making personnel and human capital decisions, reconfiguring the schedule, and making other operational decisions. All of our Leadership Coaches are former turnaround principals who understand not only how to turn around schools, but also how to coach other principals to do the same.

Instructional Coach

We entrust Instructional Coaches with building a systemic focus on the instructional core. These individuals are also experienced coaches. They are responsible for teaching, guiding, and nurturing teachers, while at the same time supporting principals make difficult staffing decisions when necessary. They must have a relentless focus on the instructional core—managing amidst the chaos to bring all decisions back to the instructional moment between teacher, student, and content.

We have identified four critical, non-negotiable coaching and mentoring skills that our Instructional Coaches must possess, including the ability to assimilate knowledge and apply it quickly; the wisdom in handling reluctant or resistant teachers; the ability to leverage existing staff strengths; and the capability to exercise leadership in complex organizational dynamics.

The minimum requirements for all our Coaches include:

- Masters degree and/or relevant certifications beyond a Bachelor's
- Minimum of 10 years of teaching experience
- School/district administrative experience preferred for all and required for those who will be conducting leadership coaching
- Practical experience and leadership in school improvement processes
- Proven coaching and mentoring skills
- Proven presentation and training skills
- Experience with technology and data analysis

Resource Coach

In addition to the PM and Instructional Coaches, we may engage a half-time Coach to work with the PM in guiding the principal, LEA staff, and other school leaders to redesign and optimize the use of people, time, and money. We leverage this Coach's experience in school redesign to plan and execute the critical changes in operations that will support dramatic improvement in the instructional core.

Names and qualifications of representative staff are included in the attached vitae.

Karen L. Castle

EXPERIENCE

Wireless Generation, Inc.

Director, Professional Development

March 2011-present

Associate Director, Professional Development

2005-present

- Recruit and provide ongoing training for a consulting cadre of over 40 professional educators
- Design, deliver and assure content quality for over 1000 professional development sessions nationally, annually
- Manage multi-million dollar budget for delivering professional development/training
- Maintain Professional Learning Program's congruence with the National Standards of Staff Development, including planning, delivery and evaluation

Independent Contractor

Educational Leadership Training Consultant

2004 – 2005

Castleberry Independent School District

Curriculum Director / M. S. Principal / H. S. Assistant Principal 2001 – 2004 / 1998 – 2001 / 1996 – 1998

Southwest Christian School

Principal

1995 – 1996

Keller Independent School District

, *Principal / Assistant Principal / Teacher*

1991 - 1995 / 1983 – 1991

Everman Independent School District, *Earth Science Teacher and Coach*

1980 – 1983

EDUCATION

University of Texas at Arlington, Arlington, TX

Superintendent Certification Program – 2001

North Texas State University, Denton, TX

Mid Management Certification - 1986

University of North Texas, Denton, TX

Master's of Education, Public School Administration - 1985

Texas Wesleyan University, Fort Worth, TX

Bachelor's of Science, Major: Physical Education, Minor: Biology

Alan Stadtmauer

PROFILE

- **Leader** who integrates day-to-day management with long-term vision.
- **Strategic thinker** who crafts innovative, practical responses to critical issues.
- **Skillfully builds relationships** by listening with empathy, distilling needs, and guiding through change and growth.
- **Master educator** recognized for creative impact in teaching, mentoring, curriculum development, and school administration.

SELECTED ACCOMPLISHMENTS

Wireless Generation, Brooklyn, NY 2007-Present

Associate Director, Professional Services

- Developed the company's **change management methodology**.
- Managed the full rollout of New York's Achievement Reporting and Innovation System to 90,000 educators in over 1,400 New York City Schools. Developed and implemented a full training plan of **over 750 professional development sessions**.
- **Directly trained educators** in the use of data to drive instruction.

Consultant

2006

Pokemon USA – Marketing

JESNA – Website development

Harkham Hillel Hebrew Academy of Los Angeles – Professional development

Avi Chai Foundation – Program evaluation

Yeshivah of Flatbush High School, Brooklyn, NY

1999-2005

Principal

2001-2005

Assistant Principal

1999-2001

- **Led an elite, 50-year old private school** of 750 students through a difficult period of change and renewal.
- **Raised faculty morale** from virtual collapse to intense commitment to the school's traditional tagline: "The Standard of Excellence." Motivated staff to invest heavily and work passionately toward securing the school's reputation.
- Implemented **accountability and assessment** as a means to drive effectiveness.
- Created a multi-level approach to **professional development** and job satisfaction that transformed the school into the "employer of choice" for talented staff.
- Oversaw response to **changes in high-stakes tests** including the NY State Regents Examinations and the new SATs. Maintained extensive AP offerings with a high student pass rate.
- **Transformed writing instruction** by developing a computer writing lab, utilizing the Education Records Bureau's test for formative assessment, and piloting the College Board's automated essay scoring.

Alan Stadtmauer

Page 2

Yeshivah of Flatbush High School, Brooklyn, NY 1991-1999

Technology Coordinator 1996-1999

Educational Coordinator, Junior-Senior Retreat 1996-1999

Faculty Advisor, Model U.N. Team & Student Government 1992-2002

Faculty 1991-1999

- o Recognized as an accomplished classroom teacher, **expert at facilitating “ah-ha moments,”** and focused on teaching textual and thinking skills.
- o Developed and taught over **20 different courses** for high school, college, adult education, and staff professional development.

Frisch High School, Paramus, NJ 1988-1991

Faculty

Yeshiva University, New York, NY

1986-1991

Adjunct Instructor of Jewish Philosophy

Royce Computer Services, Bronx, NY

1983-1987

Software Developer & Project Leader

EDUCATION

New York University, School of Continuing and Professional Studies

Fundamentals of Corporate Finance, Summer 2006

Harvard University, Graduate School of Education

Summer Institute, Datawise: Using Assessment Results to Improve Teaching, June 2006

Summer Institute, The Art and Craft of the Principalship, July 1999

New York University, Courant Institute of Mathematical Sciences

M.S., Computer Science, June 1987

Yeshiva University, Rabbi Isaac Elchanan Theological Seminary

Rabbinic Ordination, June 1987

Yeshiva University, Yeshiva College

B.A., Magna Cum Laude, June 1984

Major: Mathematics Minor: Computer Science

ASHA R. BANKER

PROFILE

Education management executive with 12+ years experience guiding platforms through critical phases—including conception, early stage, expansion and turnaround. Demonstrated record to hone non-traditional business models and develop key processes in unstructured environments to create high quality outcomes and sustainable value for all stakeholders. Diverse sector, organization-type and country experience. Earned MBA from Harvard Business School and began career at Goldman Sachs.

EXPERIENCE

Education Management

Edvance Group

Senior Vice President and Head, Strategy & Finance

Mumbai, India

March 2009 – July 2010

Led strategic and operational development for early stage private education provider launching schools in India across pre-school, K-12 and professional higher education. Through team of direct and indirect reports, drove new platforms to create 'transformational learning experiences' that will be financially sustainable and scalable.

- Defined business strategy, learning approach, operating plans, and organizational requirements for school platforms. Managed partner development, fundraising strategy and program/market development.
- *School Model Development*: Crafted business model, blended international and Indian curriculum approach and pedagogy for Group's flagship K-12 and Professional Education schools.
- *Partner Development*: Cultivated and managed partnerships with international and Indian education providers, financial and real estate investors and outsourced content vendors.
- *Process Development*: Structured, drove and implemented core function and process development, including program and content creation, teacher training approach and marketing strategy framework.
- *People Management*: Established critical organizational and team dynamics across company, developing team members at all levels. Served as trusted link between Promoters and team members at CEO, school head, headquarter and school staff levels.

Venture Incubation

Innosight Ventures Pte. Ltd.

Venture Director

Chennai, India

April 2008 – February 2009

Served as "entrepreneur-in-residence" for \$22 million Singapore-based seed venture capital fund that incubated and invested in startups targeting underserved sectors in India. Firm was founded by Harvard professor Clayton Christensen, the creator of disruptive innovation theory.

- Developed and tested a business to more efficiently produce and sell eco-friendly handloom textiles to premium international apparel brands, by building an on-demand scalable system of micro-weaving units.

Strategy and Performance Improvement Consulting

2005 – 2008

Fabindia Overseas Private Ltd.

Delhi, India

Advised Managing Director and Board on key strategic opportunities in line with Company's vision to strengthen its brand, create 100,000 sustainable rural jobs and increase both turnover and profitability.

- Evaluated viability and strategic fit of developing an eco-friendly shopping/community center concept.
- Determined growth options for one of Company's fast developing non-India markets.

Eileen Fisher, Inc.

New York, NY

Formulated, articulated and executed 4 strategic initiatives for \$240 million sportswear wholesaler/retailer to make Sales Planning group more effective and improve collaboration between Sales, Merchandising and Design.

- Managed \$24 million open-to-sell buying program for Spring and Fall 2007. Built flexible model to better analyze real-time sales and inform seasonal buying decisions.
- One of five selected to *Business Grant for Women Entrepreneurs Committee*.

Barking Irons Ltd.

New York, NY

Developed and implemented market expansion and margin growth plan for innovative men's sportswear company with \$800K in sales. Top customers include Barneys, Nordstrom, Bloomingdales and Scoop.

Papco Industries Ltd.

Jinja, Uganda / Nairobi, Kenya

Crafted strategic and organizational plan to revive distressed family-run paper mill in Uganda. Mill employed 120 people and turned \$1 million in sales. Visited core customers to assess service, quality and price requirements.

Christopher Totman, Inc.

New York, NY / Delhi, India

Served as interim Chief Operating Officer for distressed women's apparel company with a boutique in New York City and manufacturing facility in India, employing 50+ people. Lead owner through comprehensive assessment of core competencies and business model options to rebuild Company. Sales were \$1 million.

Gramshree Trust / Indicorps Fellow

Ahmedabad, India

Designed and implemented intelligent, yet low-technology production system to track work-in-process, inventory and sales for NGO that produces hand-embroidered goods, providing jobs to over 500 female artisans. System has radically improved management of highly variable processes and continues to drive Gramshree's greatly expanded production today.

Product Marketing

Red Hat, Inc.

Raleigh, NC / Westford, MA

Manager, Product Marketing/Management

2002 – 2004

Managed P&L, created brand messaging and drove market entry/exit decisions to create Company's new key product category, Red Hat Applications, the predecessor to JBoss Enterprise Middleware. Served as primary spokesperson with press. Customers included Starwood Hotels, the UN and several London borough councils.

- Worked closely with customers to gather requirements for product releases. Trained sales team and customers on product features/benefits at global sales meetings, through web casts and at tradeshow.
- Comprehensively evaluated a troubled product line with 25 engineers and consultants. Gained executive approval to discontinue and shift product team's focus to develop a new Application Server product.
- Sole hire in 2002 for highly selective management program. Promoted within six months of employment.

Finance/Investing

Greywolf Capital

Greenwich, CT

Associate, High Yield Fund

2004

Formed investment recommendations in retail, apparel and consumer products sectors for \$1.3 billion long-short hedge fund founded by ex-Goldman Sachs colleagues. Granted sponsored leave to pursue Indicorps fellowship.

Goldman Sachs Group

European Distressed Credit Trading, FICC Division

London, United Kingdom

Research Analyst

1998 – 2000

Co-established European distressed debt proprietary investment and trading desk. Built and managed 25+ account relationships while managing \$100 million of capital. Investment highlights included Euro Disney, Eurotunnel and Queens Moat Houses. Returns averaged 25%.

Financial Institutions Group, Investment Banking Division

New York, NY

Financial Analyst

1996 – 1998

Conducted strategic and financial analysis for merger and equity deals. Executed eight deals in the U.S., Brazil, France and Canada, ranging from \$300 million to \$10 billion in size. Ranked in highest tier of analyst class.

EDUCATION

Harvard Business School

Boston, MA

Master of Business Administration. *Awarded Second Year Honors.*

2000 – 2002

Led semester-long field study to create a profit-driven model for micro-credit lending at ICICI Group, India's largest industrial development bank. Advised by Nitin Nohria (recently named Dean) and Prof. Tarun Khanna.

The University of Chicago

Chicago, IL

Bachelor of Arts in Economics. *Awarded Honors in major and General Honors.*

1992 – 1996

Wrote honors thesis under Nobel Laureate Robert Lucas on India's consumer demand for automobiles. Captain, Varsity Cross-Country Team. Elected President of Women's Athletic Association and Senior Athlete-of-the-Year.

COMMUNITY / PERSONAL

- Serve on Board of Advisors for Indicorps, a non-profit that provides development-oriented service fellowships in India. Advise on strategic direction and interview prospective fellows.

- Member of Net Impact, an international network targeting environmental/social change through business.
- Enjoy distance running, yoga, downhill skiing, Thai kickboxing and scuba diving.
- Conversant in Hindi and French. Basic knowledge of Gujarati and Urdu.

Marla Guess

Current Professional Experience

Wireless Generation Training and Consulting

- Conduct training and professional development to large and small groups of educators using participatory, active learning techniques
 - Observe and provide feedback to trainers
 - Provide ongoing customer support to instructional leaders
 - Create and oversee development of training materials and suggest improvements for future versions of content
 - Promote adoption of education technology through professional development experiences
 - Conduct usability studies and write usability reports for clients and product development team
-

Experience

Wireless Generation, Education Consultant

2007-present

LearningExpress LLC, Senior Director, Education Partnerships

July 2006 – September 2007

Houghton Mifflin Publishing Company, Sales Representative

June 2002 – July 2006

New York Department of Education, Academic Intervention Specialist

September 2001 – June 2002

District of Columbia Public Schools, Fifth Grade Teacher

August 2000 – June 2001

Los Angeles Unified School District, Mentor Teacher

June 1998 – June 2000

Los Angeles Unified School District, Teacher

August 1992 – June 1998

Education

Master of Arts, Psychology
Pepperdine University, Malibu, CA

Bachelor of Arts, Political Science
Howard University, Washington, DC

Monica A. Peavy

Professional Profile

Creative educator with extensive experience in training, technical assistance, content development, coaching, and early literacy. Doctoral student in educational psychology concentrating on developmental and motivational approaches to education and research execution.

Education

Doctor of Philosophy, Educational Psychology Fordham University, Bronx, NY	Pursuing – Year 3
Teaching License, Intervention Specialist The Ohio Dominican University, Columbus, OH	2000
Bachelor of Arts, Psychology Fisk University, Nashville, TN	1998

Professional Experience

Education Consultant

Wireless Generation
Brooklyn, NY 2007-present

Professional Development Project Manager

- Collaborate with district leaders to develop professional development service plans for 2010-2011 school year based on district budget
- Manage professional development services for a large, urban U.S. school district surrounding the use of early literacy assessment tools
- Coordinate 5+ trainers to meet district professional development needs including school site visits and large group training sessions
- Design and implement targeted, content-specific early literacy training based on site visit quantitative and qualitative data
- Facilitate monthly services reconciliation meetings with district leaders and account management accounting for monthly services delivered and future deliverables

Education Consultant

- Train educators and educational leaders on the use of early literacy assessment products
- Conduct onsite visits in classrooms observing the use of student engagement and adherence to lesson goals
- Utilize instructional coaching techniques to facilitate post-observation conversation concerning
- Co-developed a data analysis process and template comparing reading skills data to leveled reading data
- Developed a process and template for conducting student data conversation with parents

Content Development

- Identify professional development needs of school districts
- Research and develop innovative content addressing the needs of educators, educational leaders and parents
- Measure the effectiveness of professional development making adjustments as necessary
- Develop series of webinars and tutorial videos providing support for the use of literacy assessments
- Communicate with product development concerning product changes and updates impacting professional services delivered

Educator

Columbus City Schools
Columbus, Ohio

2001-2007

Contracted Positions

Data Specialist/Resource Coordinator

2005-2007

Special Education Teacher – Cognitive Delay – Grades 3-5

2001-2005

Special Education Teacher – Multi-Disabilities – Grades 9-10

2000-2001

Supplemental Positions

All School Improvement Team

Curriculum Correlation Team

District Reading Assessment Trainer

Curriculum Writing Team

Summer School Coordinator

Home Instructor

Training and Communication

- Train on early literacy and early literacy assessment
- Facilitated monthly literacy team meetings collaborating with grade level and support staff concerning K-3 reading
- Completed coursework in Cognitive Coaching processes
- Conducted quarterly parent meetings to communicate reading goals and strategies

Planning and Organization

- Assessed various levels of special education students and develop yearly Individual Education Plans
- Coordinated after-school tutoring program providing literacy intervention for students
- Trained teachers and coordinated student content for Reading First summer school
- Collected and maintained documents quarterly, evidencing Reading First grant compliance at the building level

Utilization of School-Wide Data

- Instructed students at their academic levels in reading and math and assisted them with grade-level content assignments
- Regularly assessed special education students' academic and behavior goals to plan for effective instruction
- Collaborated with building principal, literacy specialist, and teachers concerning early literacy data
- Utilized building data to establish school-wide educational goals and value-added goals on All School Improvement Team

Professional Affiliations/Community Work

- Member, American Psychological Association
- Special Olympics volunteer
- Volunteer work as one-on-one support for social activities with children with Autism

Stephen B. King

125 Lamplighter Drive • Morgantown, WV 26508 • (304) 291-9255 • sbking@access.k12.wv.us

Current Professional Experience

Monongalia County Schools, Principal, Mountainview Elementary

Plan, control, and direct the overall activities for 640 students and 92 faculty members. Scope of responsibilities include: staff recruitment, development and evaluation; fiscal management; record and administration organization and management; student achievement; student behavior support; community relations; program initiatives; delivering extensive special education programming; team building; training and curricular development; instructional leadership; campus maintenance. Professional highlights and achievements include:

- Appointed principal of largest elementary school in district. Opened Mountainview in 1993 merging three schools with 840 students delivering innovative, unique curricula in language arts and math
 - Professional Development School in collaboration with West Virginia University. Devoted to creating a community of professional learners and operating a nationally recognized teacher education center (NNES), 1995-present
 - Recognized WV School of Excellence 1999-2000
 - Authored or participated in writing numerous grants, the largest (Reading First) of which exceeds \$750,000 (shared with another school), 2004
-

Experience

Wireless Generation, Consultant

2007 - present

Monongalia County Schools, Principal

Mountainview Elementary, January 1993 – present

Monongalia County Schools, Principal

Second Ward Elementary, August 1981 – January 1993

Monongalia County Schools, Assistant Principal

Cheat Lake Middle School, July 1981 – August 1982

Monongalia County Schools, Teacher / Coach

Waitman Barbe middle – Elementary School, January 1976 – June 1981

Education

Bachelor of Science, Elementary Education - 1975

West Virginia University

Masters of Science, Educational Administration - 1980

West Virginia University

Jeanette Nelson

Employment:

1979- 2003: Employed by the Carrollton-Farmers Branch Independent School District in the following capacities:

- Middle school language arts and computer teacher
- High school English and theatre teacher
- Instructional Facilitator (Grades K-12)
- Secondary Language Arts Coordinator (Grades 6-12)
Responsibilities were coordinating curriculum including development of on-line curriculum; development of benchmark tests for grades 6-12; implementation of instructional strategies, media literacy, textbook adoptions, special reading programs, and content-specific staff development. (Retired from this position in December, 2003 but continued on a half-time basis through June 30, 2004.)

Current assignment:

Per diem trainer for Wireless Generation, NY, NY, working through the Dallas office. Job entails traveling nationwide training teachers to administer various reading assessments to elementary students through the use of a personal digital assistant; additionally, analyzing the results in several web-based reports and determining their impact on instruction.

Previous employment: Northeast Independent School District
San Antonio Independent School District
New Braunfels Independent School District
Seguin Independent School District

Education:

Bachelor of Science in Education – Southwest Texas State University
Master of Education in Administration – Texas Woman’s University

Special Training:

Nationally certified trainer in Cooperative Learning (Johnson and Johnson)
Project Based Learning (Kallick and Liebowitz)
Brain Based Learning (Jensen)
G/T Certification
Law-Related Education (through the State Bar of Texas)

Staff Development Presentations (In-District, Out-of-District, and Conferences):

Socratic Inquiry
Authentic Assessment
Graduation by Exhibition
TAKS Reading and Writing
Block Scheduling
Teaching Strategies
Team Teaching
Multi-genre Research Papers

Linking Literature to Social Studies Curriculum (Grades 3-6)

Member:

Association for Supervision and Curriculum Development
International Reading Association
National Council of Teachers of English
Texas Council of Teachers of English Language Arts
Coalition of Reading and English Supervisors of Texas

Additional Data:

Implemented READ 180 in CFBISD as the secondary dyslexia and remedial reading program.
Introduced Socratic inquiry and Graduation by Exhibition in CFBISD.
Produced several programs on CD for just-in-time staff development in CFBISD.
Proficient in Microsoft Word, PowerPoint, and Excel.
Proficient in use of personal digital assistants.

Irene West

Education

University of Houston/Victoria
-Master of Education, 1985
Victoria, Texas

Sam Houston State University
-Bachelor of Arts in Teaching, 1972
Huntsville, Texas

Certifications

Texas Mid-Management Certificate – 1995
Gifted/Talented Endorsement – 1991
Texas Teaching Certificate - 1972

Experience

2004-Present Independent Consultant

- Consultant for Wireless Generation
- External Auditor on Campus Intervention Team for Texas Education Agency
- Substitute Administrator for Clear Creek Independent School District

2000-2004 Education Specialist, Reading/Language Arts – Region IV ESC, Houston, TX

1998-2000 Principal - Highlands Elementary School, La Marque ISD, La Marque, TX

1994-1998 Assistant Principal - Shields Accelerated Magnet School, Victoria ISD

Jan., 1994-June, 1994 Reading Specialist - Victoria ISD, Victoria, TX

1987- Dec., 1993 Education Specialist - Region III ESC, Victoria, TX

1981-1987 Elementary gifted/talented teacher

1972-1981 Elementary classroom teacher

References - Available upon request

Linda Ann Hawkins

Objective	To apply my deep understanding of educational systems and vast knowledge of Wgen products to market tools that I am passionate about and truly believe change the lives of children.
Summary of qualifications	Founder of Cognitive Consultants and Leadership Development Institute. Administrator, teacher and consultant nationwide for the past 31 years.
Education	Masters of Administration from Central Michigan University Masters in Curriculum and Instruction from University of Texas Bachelor of Science in Education from Stephen F. Austin State University
Professional experience	Consultant for Wireless Generation June 2003 to present –Provide internal training for Wireless trainers, along with providing professional services nationwide focused on data analysis. Recruited to travel with co-founder of Wireless Generation in 2004 to sell Wireless Generation technology to school districts. ARIS trainer Wgen / IBM and NYC DOE summer/fall 2007- Able to relate to educators and communicate the benefits and applications of ARIS. Founder of Leadership Development Institute 2004-2006 – Sold Leadership Development for Administrators by interfacing directly with superintendents of North Texas ISDs. Consultant and staff developer for the past 25 years in the US and Canada. Principal for Carrollton Farmers- Branch ISD, Texas 1985-2003 Mentor to Principal's in North Texas School Districts September 2003-07 Teacher and Administrator for Excelsior District #1 in Kalkaska, Michigan 1977-1985 Middle school teacher in Cedar Hill, Texas 1975-77 Teacher in Lawton, Oklahoma 1973-75
Additional professional activities	Presented at National Staff Development Conferences 2002 thru 2007 Presented National Association of Elementary School Principals April 2006 Presented at Texas Elementary Principals Association Summer Conference 2003-2007 Administrator of the Year for Carrollton Farmers-Branch ISD 2003 Principal of #1 Elementary School in the State of Texas 2000-2003 as highlighted by Just for Kids in Austin. Highlighted in the National Staff Development Video Presentation focusing on Excellence in Education through Teacher Self Evaluation.

Member of the Institute for Intelligent Behavior formed in 1986 by Art Costa and Bob Garmston.

Trainer for over 10,000 teachers in the Dallas and Ft. Worth area, focusing on internalizing and modeling the attributes of Coaching and Differentiated Instruction.

Provided professional development focused on elegant communication skills and brain based instruction to educators in Texas and Seattle, Washington.

Professional memberships

National Staff Development Member since 1986

Texas Elementary Principals Association since 1985

Association of Texas Professional Educators since 1998

References

Gregg Gunn

Co-founder of Wireless Generation

Brooklyn NY Office

Karen Castle

Wireless Generation

Executive Director for National Training

The Madison

15851 Dallas Parkway, Suite 1103

Addison, Texas 75001

Phone: (972) 341-1380

Leslie Kerner

Vice President Wireless Generation

Brooklyn NY Office

Qualifications

Ohio Department of Education 5 Year Professional License:
Elementary (1-8)
Superintendent
Expires: 06-30-2014

Education

School: University of Toledo, Toledo, Ohio
Degree: Bachelor of Education, June 1996
Major: Elementary Education 1-8
GPA: 3.6 on a 4.0 scale

School: University of Toledo, Toledo, Ohio
Degree: Master of Education, December 2003
Major: Educational Administration and Supervision
GPA: 4.0 on a 4.0 scale

School: University of Toledo, Toledo, Ohio
Degree: Doctor of Education, May 2009
Major: Educational Administration and Supervision
GPA: 3.9 on a 4.0 scale

Professional Experience

Toledo Public Schools

August 2010-present

Director
Office of Testing

The Office of Intervention Services was eliminated due to the budget stress of the district. Because of this, I currently work in the Department of Accountability, Assessment, and Research as the Director of Testing. I am responsible for coordinating both state-mandated and district initiated testing for K-12 students and for assuring the integrity of the assessment process. I work with the Director of Accountability, Assessment, and Research to collect, review, and distribute assessment data. In addition, I am responsible for providing professional development to on-site test coordinators.

Toledo Public Schools
Director
Office of Intervention Services

August 2009-July 2010

Intervention Services encompassed many different academic and behavioral programs designed to provide assistance to struggling students. Most of my work was dedicated to the 39 Intervention Assessment Teachers (IATs) assigned to each of the elementary buildings. I created the structure for this RTI initiative in the district, including protocols, data sheets, and worksheets to document the work of the IAT in each school. I was responsible for meeting with the IATs monthly to encourage program fidelity and provided research-based professional development, especially as it related to intervention strategies. In addition, I continued my work with Reading First and the Wireless Generation DIBELS on Palm Pilot initiative, after-school tutoring programs, Dial-A-Teacher, positive behavior, and The Community Partnership. In a time of budget uncertainty, I was very active with writing grants for the district.

Toledo Public Schools
District Coordinator
Reading First Toledo

February 2006-July 2010

I facilitated and monitored district implementation of the Reading First grant and maintained documentation required for grant compliance. I was the district liaison with state technical providers (Cleveland State) and the Ohio Department of Education. I was responsible for submitting the Reading First Grant on the CCIP, developing an annual budget, and creating a sustainability plan. I coordinated professional development activities, assisted schools in setting goals and benchmarks, and met monthly with grade-level teams and with building teams to monitor program operation. I continued to review data submissions to assure consistency with state and federal Reading First requirements. I also worked with the Title I office to expand the Wireless Generation DIBELS on Palm Pilot initiative beyond Reading First schools.

Toledo Public Schools
Data Manager
Reading First Toledo

October 2004-February 2006

It was my responsibility to work with the Reading First leadership team to develop a comprehensive data framework for decision making. This data framework included data from mClass: DIBELS, TerraNova, and the Ohio Achievement Test, which were assessments mandated by the grant. I worked closely with the building principals and Literacy Specialists to help them interpret data, use data to make instructional decisions, and monitor student progress. In addition, I was responsible for maintaining the data reporting system and for assuring data submissions were consistent with state and federal Reading First requirements. The Ohio Department of Education provided me with a variety of professional development opportunities to help me succeed with my job responsibilities.

Toledo Public Schools
Assistant Principal
Burroughs Elementary School

February 2002-October 2004

Toledo Public Schools
Acting Administrative Assistant
Martin Luther King, Jr. Elementary School

August 2001-February 2002

Toledo Public Schools
First Grade Teacher
Raymer Elementary School

August 1996-June 2001

Related Experience

Internal School Improvement Coach for Keyser Elementary School
Ohio Improvement Process District Facilitator
Response to Intervention Training provided by the State Support Team Region 1
PBIS National Forum in Chicago 2009 by OSEP Technical Assistance Center
Dynamic Indicators of Basic Early Language Skills (DIBELS) Training and
DIBELS: Next Training with Roland Good and Ruth Kaminski
Professional Learning Community Training with Steve Edwards
Learning Team Model (7 Step Protocol) Training by John Carroll University
American Federation of Teachers Training: *Making Data Work for You*
State Institutes for Reading Instruction (SIRI): *Leadership Connections*
Teachscape Classroom Walkthrough Training
Member of the District Leadership Team
Member of Course Materials Selection Committee (High School ELA) 2008-2009
Member of the Pi Lambda Theta National Honors Society in Education
Member of the Educational Leadership Association
Member of the International Reading Association

Community Service

Renee's Survivor Shop Benefit Golf Tournament Board Member
American Cancer Society's Making Strides Against Breast Cancer Chair
American Cancer Society Reach to Recovery volunteer
Relay for Life volunteer/participant
Komen Race for the Cure volunteer/participant

Heather McRae-Woolf

EDUCATION

Chancellor's Fellowship, NYC Department of Education

Member of inaugural cohort

New York, NY
January–July 2009

Selected as one of 20 managers across the Department of Education to participate in a leadership development program.

MA, International Affairs, The New School

Concentration in Media and Urban Development

New York, NY
May 2005

Received International Affairs Scholar Fellowship and New School Faculty Development Fund grant.

University of Washington Extension

Certificate in Documentary Production

Seattle, WA
June 1996

Directed documentary about progressive education at The Little School in Bellevue, WA.

BA, Yale University

English

New Haven, CT
May 1993

EDUCATION MANAGEMENT and COMMUNICATIONS EXPERIENCE

Wireless Generation

Senior Program Manager

Detroit, MI
August 2010–present

- Oversee outreach and training for Detroit Public School coaches, principals, and teachers around the adoption of mCLASS products, including mCLASS:Reading 3D and Burst:Reading.
- Manage other high-level district-wide accounts, ensuring successful implementation of mCLASS products.
- Manage school improvement engagements focused on the use of the “Taking Action with Data” methodology.

NYC Department of Education

Consultant

New York, NY
March–August 2010

- Designed online training modules for principals around NYC accountability tools.
- Conducted quality assurance reads of Quality Reviews, the narrative evaluations of schools implemented by the city.

Institute for Social Research, Education and Well-Being Program

Senior Research Associate, Temporary

Ann Arbor, MI
March–September 2010

Managed the implementation and documentation of a study of New York City charter schools, in collaboration with Harvard University's Education Innovation Laboratory.

NYC Dept of Education, Division of Accountability and Achievement Resources

Director, Children First Intensive (CFI)

New York, NY
January 2007–March 2010

- Designed and implemented professional development around the Children First Reforms for school-level staff.
- Coordinated the implementation of teacher-administrator inquiry teams at 1400+ schools.
- Oversaw citywide training for the Achievement Reporting and Innovation System (ARIS), an online data and knowledge management system for schools.
- Managed a \$22 million budget, including hiring consultants and allocating funds to schools.
- Supervised a staff of eight, including four Service Desk staff.
- Assisted the Executive Director of CFI in managing 62 Senior Achievement Facilitators, assigned to schools across the city.

NYC Leadership Academy/NYC Department of Education

Director, Empowerment Schools Intensive

New York, NY
July–December 2006

- Coordinated the planning and implementation of a yearlong professional development program.
- Facilitated a curriculum design team of instructional experts.
- Oversaw the scheduling and rollout of training sessions for 331 school-based teams.
- Designed and implemented processes for documenting lessons learned through the Intensive.
- Managed a \$5.4 million budget, including hiring consultants and allocating funds to Network Support Teams.

NYC Dept of Education, Office of Teaching and Learning

Director of Special Projects and Communications

New York, NY
August 2005–June 2006

- Acted as program officer for the Collaborative Communities of Practice initiative, involving 167 schools.
- Managed multiple grants supporting Collaborative Communities and other Teaching and Learning initiatives.
- Established new online ordering system for elementary school report cards citywide; coordinated translation, printing, and distribution of report cards in nine languages.
- Designed and implemented editorial processes for curricular materials and department newsletters.
- Facilitated regular communication with Regional Superintendents, Deputy Superintendents, Principals, and teacher leaders.

United Nations Foundation

Monitoring, Evaluations, and Knowledge Management Department

Washington D.C.

June–October 2004

Graduate Associate

- Directed video documentation of best practices, including U.N. Foundation projects in Germany and Brazil.
- Edited U.N. grant proposal guidelines, outlining grant-making procedures and priorities.

Communications Consultant

1997–2005

Clients included:

U.S. Global Leadership Campaign	2005
United Nations Foundation	2004–2005
Universal Forum of Cultures Barcelona 2004	2003
Service Employees International Union	2002
KCTS/Channel 9	2002
Richmond Communications for Microsoft's www.pocketpc.com	2000–2001
Communication Workers of America	1999
National Network for Immigrant and Refugee Rights	1999
World Vision	1998–1999
Wasser Studios	1997–1999

Sample of consultant responsibilities:

- Produced and directed outreach videos for the U.S. Global Leadership Campaign.
- Produced and directed bilingual (Spanish-English) campaign videos for Communication Workers of America (CWA) and Service Employees International Union (SEIU).

Sassafras Productions

Seattle, WA

Independent Filmmaker

1998–2001

Directed short independent documentaries, including: *A 33 Fainting Spells Story*, which was screened on KCTS/Channel 9.**Enlight Network, Ernst & Young**

Seattle, WA

Writer and Editor

Nov. 1998–June 1999

DoHealth, Lexant Corporation

Seattle, WA

Editor

Feb.–Oct. 1998

Rhotech/Comforce for Microsoft Encarta Encyclopedia

Redmond, WA

Article Editor

Oct. 1995–June 1997

TEACHING EXPERIENCE**Graduate Program in International Affairs, The New School**

New York, NY

Graduate instructor, “Exploratory Mapping”

Designed and co-taught a workshop series about multimedia map-making in the context of international development.

The Little School

Bellevue, WA

Assistant teacher, four- and five-year-olds

1995–1996

Sylvan Learning Center/University Tutoring Services

Seattle/Redmond, WA

Tutor (Math, English, SAT prep)

1994–1996

VOLUNTEER WORK**Communities Against Rape and Abuse (CARA)**

Seattle, WA

Founding Board Member

1999–2000

Seattle Rape Relief

Seattle, WA

Crisis line volunteer

1998–1999

LANGUAGES

Fluent French: Passed French literature baccalaureate, oral and written, June 1988, Strasbourg, France.

Proficient Spanish: Received Certificate of Advanced Spanish from *Instituto Central America*, Jan. 1998, Quetzaltenango, Guatemala.

SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.

STATE OF MICHIGAN
DEPARTMENT OF TREASURY

WIRELESS GENERATION INC
ATTN SALES TAX DEPT
55 WASHINGTON ST STE 900
BROOKLYN NY 11201

**Sales Tax
License**

ACCOUNT NUMBER
U ME-0164557
EXPIRATION DATE
SEPT 30, 2012

100000	737	84	0	50	001	06	A	
Tax Codes	Type	Co-City		K	Loc.	Seas. Months	Fiscal	File Class

Issued under authority of P.A. 167 of 1933, as amended.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
06/30/2011

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER 1-212-994-7100 Arthur J. Gallagher Risk Management Services, Inc. 444 Madison Avenue 20th Floor New York, NY 10022 Kathy Bubb	CONTACT NAME: PHONE (A/C, No. Ext): E-MAIL ADDRESS: INSURER(S) AFFORDING COVERAGE INSURER A: TRAVELERS IND CO OF CT INSURER B: National Union Fire Ins Co Of Pitts INSURER C: TRAVELERS PROP CAS CO OF AMER INSURER D: TRAVELERS IND CO INSURER E: INSURER F:	FAX (A/C, No): NAIC # 25682 19445 25674 25658
INSURED Wireless Generation, Inc. 55 Washington Street - Suite 900 Brooklyn, NY 11201		

COVERAGES

CERTIFICATE NUMBER: 22060863

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC			HC2E-GLSA-470M4037-TCT-11	06/30/11	06/30/12	EACH OCCURRENCE \$ 2,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 2,000,000 GENERAL AGGREGATE \$ 15,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
A	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS			HC2E-CAP-470M4025-TCT-11	06/30/11	06/30/12	COMBINED SINGLE LIMIT (Ea accident) \$ 2,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
B	UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$			2503 03 53	06/30/11	06/30/12	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000 \$
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> N/A If yes, describe under DESCRIPTION OF OPERATIONS below			HC2J-UB-470M300-1-11 (AOS)	06/30/11	06/30/12	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTH-ER
D				HRKUB-470M401311 (AZ OR WI)	06/30/11	06/30/12	E.L. EACH ACCIDENT \$ 2,000,000 E.L. DISEASE - EA EMPLOYEE \$ 2,000,000 E.L. DISEASE - POLICY LIMIT \$ 2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required) FOR EVIDENCE ONLY.

CERTIFICATE HOLDER**CANCELLATION**

TO WHOM IT MAY CONCERN . ., NY 10022 USA	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE 
---	--

© 1988-2010 ACORD CORPORATION. All rights reserved.